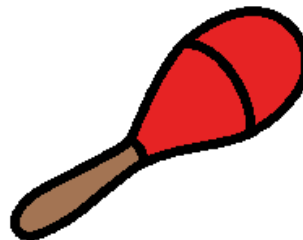


Rhythm & Sound

advice & activities book



This book gives information and ideas for families of children with speech sound difficulties

Chair: Angela Monaghan Chief Executive: Rob Webster



Try and practice for a few minutes every day in a quiet place.

| | |
|---|-------------------|
| Development of sounds and what might happen at different ages | pages 3,4 and 5 |
| Correcting speech | page 6 |
| Understanding what your child is saying | page 7 |
| Listening | page 8 |
| Mouth movements | page 9 |
| Rhythm | page 10 |
| Syllables | page 11 |
| Rhyme | Pages12,13 and 14 |

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How speech sounds usually develop

Most children use all of these sounds by the time they are 7.

| Age | Sounds that develop | What might happen at this age? |
|----------------|---|--|
| Up to 2½ years | p, b, m, n, w | Words may consist of repeated sounds e.g. flower becomes fafa. Sounds may be left off the end of words e.g. bike becomes bye |
| 2½ to 3 years | t, d, g, k, h | Sounds may be left off the end of words e.g. bike becomes bye k/c becomes t e.g. car becomes tar g becomes d e.g. girl becomes dir |
| 3 – 4 years | s, f, y 'l' begins to develop but can take up to 7 years | s becomes t e.g. sock becomes tock f becomes p/b e.g. fish becomes pish or bish y becomes l/ w e.g. yellow becomes lellow or wewow l becomes w e.g. leaf becomes weaf |
| 4 – 5 years | sh, ch, v, z, j 'r' begins to develop but can take up to 7-8 years s-Blends begin to develop e.g. sp, st, sk, sm, sn | sh becomes s e.g. shoe becomes sue ch becomes t e.g. chair becomes tair v becomes b e.g. van becomes ban z becomes d e.g. zip becomes dip j becomes d e.g. jam becomes dam r becomes w e.g. ring becomes wing Where 2 sounds are used together, one may be missed off e.g. spoon becomes poon or soon snake becomes nake or sake |
| 5 – 6 years | th Blends still developing e.g. pl, cl, br, cr, | th becomes f e.g. thing becomes fing th becomes v e.g. the becomes vuh Where 2 sounds are used together, one may be missed off or simplified e.g. play becomes pay or pway |

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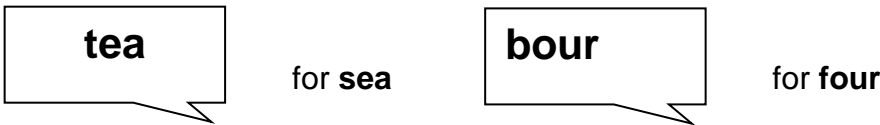


Stopping

Some sounds in English are called **stops** “ p,t,k,b,d,g”
They are made by blocking off the flow of air out of the mouth.
They are short and sharp.

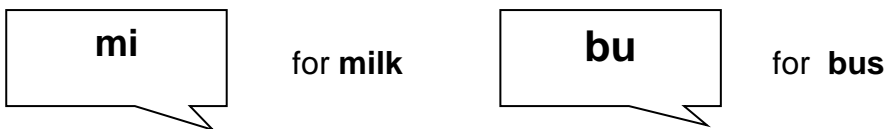
Other sounds are called **fricative**, or hissing sounds “ f,s,v,z”
These can be made for a long time until you run out of breath.
Children often find these sounds harder to make.

Some children make words easier to say by saying a ‘stop’ sound instead of a ‘hissing’ sound. This is called ‘stopping’.



Final consonant deletion

Children often make words easier to say by missing off a sound at the end of a word. This is called ‘final consonant deletion’.



When a lot of the sounds from the ends of words are missing it can be hard to understand what a child is saying.

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Fronting

Most English sounds are made with the tongue tip at the front of the mouth e.g. t d

Some sounds are made with the tongue back at the back of the mouth e.g. c/k g ng

Some children find front sounds easier than back sounds. This is called 'fronting'.

tat for **cat**

tar for **car**

Backing

Some children make words easier to say by using back sounds for front sounds

gog for **dog**

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Correcting Speech

Children do not always know that they are saying it wrong.
You might want to correct the words that your child says.

BUT

It will be help more if you say the word back to your child clearly
e.g. child “tar” adult “yes it’s a car”

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Understanding what your child is saying

It can be difficult when you can't understand your child's speech. Here are ideas to help:

Let them know you have understood

e.g. "I can see you're upset about something".

"Has something happened outside?"

Ask them to show you what they mean

If they are talking about something which happened at another place (e.g. nursery) ask them to show you next time you are there.

Talk about the 'here and now'

If things are getting difficult, try to talk about the 'here and now'. You are much more likely to understand when your child is talking about things you can see.

Share the difficulty

e.g. "Tell me again, I wasn't listening properly".

"Sometimes mummy can't hear you very well".

Talk about the problem with your child

e.g. "I can see you really want to tell me something".

"It's hard when people don't understand".

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Listening

Listen to silence

- Choose a quiet time of the day e.g. before your child goes to bed.
- Sit together for a few minutes and whisper the names of all the sounds you can hear e.g. birds outside, a car, the TV on downstairs etc.



Where's that noise?

- Use an object that makes a noise e.g. a clock with a loud tick.
- Hide the object.
- See if your child can find it by listening.



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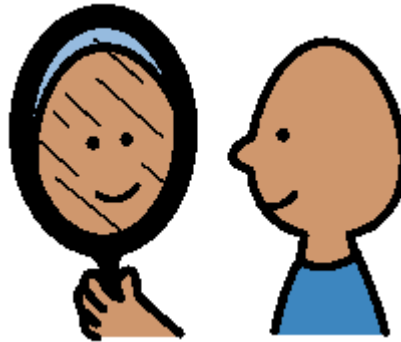


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Mouth movements

Mirrors can help your child to see and feel their lips and tongue.

Try games which use a mirror e.g. dressing up, putting make-up on or face painting.



See if your child can copy:

- Smiling a wide smile
- Blowing a kiss
- Puffing out cheeks
- Sticking out your tongue
- Wiggling from side to side
- Stretching it up and down

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Rhythm

Why is rhythm important?

Listening to rhythm helps your child to:

- Listen to the patterns of sound in spoken language
- Break sentences down into smaller chunks of sound



Music and movement

Play some music and move together to the beat.

Move in different ways to fast and slow music e.g. big soldier steps for marching music, tiny mouse steps for quiet quick music.



Instruments

Use shakers, rattles, bells or saucepans and spoons to beat time to the music together.



Clapping

Clap out the rhythms of songs and nursery rhymes as you sing them to or with your child.



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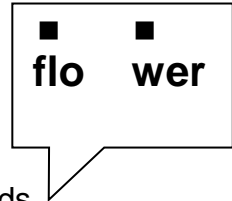
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Syllables

Why are syllables important?

Listening to syllables helps your child to:

- Notice that words are made up of a number of beats
- Listen to all the sounds in a word
- Mark the correct number of beats when they say longer words.



Clapping

Clap out the beats of familiar songs with your child. Clap each beat in a word

Ha – ppy birth – day to you

Take a picture or object. Say its name slowly and clap it out

ra – bbit

Help your child by taking their hands and clapping out the words together until they can copy you without help.

Other activities

- In the house - walk around and clap out the names of things that you see
- Dressing - clap out the names of clothes e.g. py-ja-mas
- Mealtimes - clap out the names of things to eat and drink e.g. a-pple
- Family - clap out the names of friends and family e.g. mu-mmy, da- ddy

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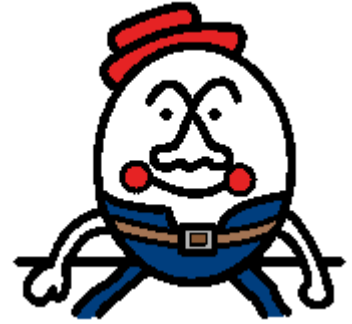


Rhyme

Why is rhyme important?

Listening to rhyme helps your child to:

- Listen to the way a word sounds
- Listen to words that sound similar



Nursery rhymes

Start with nursery rhymes that have actions (or make up your own). Your child can join in the actions with you.

Slow down to make listening easier for your child. Sing them again and again!

Here are some popular rhymes:

| | |
|-----------------------------|------------------------------------|
| Humpty Dumpty | The wheels on the bus |
| Jack and Jill | Incy Wincey Spider |
| Baa Baa Black Sheep | Miss Polly had a Dolly |
| Twinkle Twinkle Little Star | Row Row Row your Boat |
| Round and Round the Garden | Ring a ring of Roses |
| Hickory Dickory Dock | Here we go round the Mulberry bush |

If your child knows a nursery rhyme - wait to see if they can finish it

Humpty Dumpty sat on a wall

Humpty Dumpty had a great.....



Silly rhymes

Make up a chain of silly rhyming words Jelly, telly, welly, melly.

Finish rhymes with silly words

Humpty Dumpty sat on a wall, Humpty Dumpty had a great ball.

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Nursery rhyme bag

Cut up the pictures. Put them in a bag or stick them on the wall. Take turns to choose a picture and sing the nursery rhyme together.

Pictures on the next page

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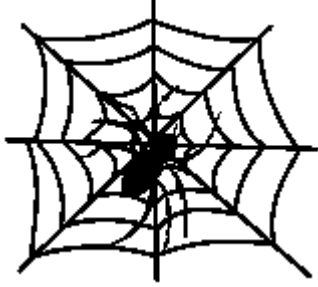


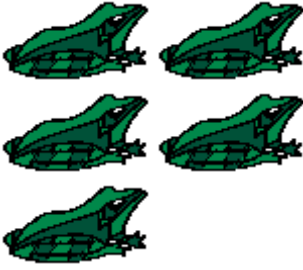





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| | | |
|---|--|---|
|  <p>Miss Polly</p> |  <p>Baa baa black sheep</p> |  <p>Incy wincy spider</p> |
|  <p>Row row row your boat</p> |  <p>Wind the bobbin up</p> |  <p>Five little speckled frogs</p> |
|  <p>Twinkle twinkle little star</p> |  <p>Old Macdonald had a farm</p> |  <p>The wheels on the bus</p> |

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